R E P O R T R E S U M E S

ED 014 250 FL 000 550

SPECIAL FLES ISSUE OF "THE FLORIDA FL REPORTER."

BY- AARONS, ALFRED C.

PUB DATE 65

EDRS PRICE MF-$0.25 HC-$0.72 16P.

DESCRIPTORS- *FLES, *FLES PROGRAMS, *PROGRAM EVALUATION, *PROGRAM IMPROVEMENT, *LANGUAGE INSTRUCTION, ARTICULATION (PROGRAM), BILINGUALISM, COMPARATIVE EDUCATION, CURRICULUM PROBLEMS, ELEMENTARY SCHOOLS, LEARNING MOTIVATION, SECOND LANGUAGE LEARNING, SUMMER PROGRAMS, TEACHING TECHNIQUES, FLES TEACHERS,

HOPEFUL OF SEEKING MUCH-NEEDED SOLUTIONS TO FLES PROBLEMS, "THE FLORIDA FL REPORTER" DEVOTED ITS FALL 1965 ISSUE TO A BETTER UNDERSTANDING OF FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOLS. HIGHLIGHTED ARE ARTICLES (1) BY FILOMENA AND GUILLERMO DEL OLMO ON A 6-PHASED APPROACH TO THE TEACHING OF STRUCTURE THAT MIGHT HELP SOLVE THE ARTICULATION PROBLEM, (2) BY THEODORE ANDERSSON ON THE RELATIONS OF FLES TO BILINGUALISM, (3) BY SYLVIA H. ROTHFARB ON A SUMMER INSERVICE FLES PROGRAM, (4) BY EARLE RANDALL ON FLES PROGRESS, (5) BY PAUL DICKSON ON FOREIGN LANGUAGES IN EUROPEAN ELEMENTARY SCHOOLS, AND (6) BY FREDERICK D. EDDY ON THE SOUNDS OF LANGUAGE. ALSO SIGNIFICANT ARE THE REASONS FOR FLES AS CITED IN AN ABSTRACT OF AN ARTICLE BY MILDRED R. DONOGHUE. INCLUDED IN BRIEF NOTES ARE REFERENCES TO SLOW LEARNING, OUR STAKE IN FLES, ENGLISH STUDY BY 8-YEAR-OLDS IN GERMANY AND RUSSIA, AND A LIST OF USEFUL FLES MATERIALS. THIS SPECIAL ISSUE OF "THE FLORIDA FL REPORTER" WAS VOLUME 4, NUMBER 1, FALL 1965. (AB)

ED014250

THE FLORIDA FL REPORTER

Foreign Language Newsletter

ALFRED C. AARONS, *Editor*

Volume 4, No. 1 | In Cooperation with the MLA FL Program | Fall, 1965

SPECIAL FLES ISSUE

In This Issue:

	Page
Florida FL Conference	1,5
Southern Conference Report	1
Useful Materials	17
Theodore Andersson	15
Paul Dickson	21
Frederick D. Eddy	27
Sirarpi Ohannessian	40
Filomena and Guillermo del Olmo	9
Earle S. Randall	4
Sylvia H. Rothfarb	33
REPRINTS:	
Our Stake in FLES	2
A Rationale for FLES	2
Seven Cups of Tea	38

VOLKSWAGEN

The Volkswagen Foundation, through the National Carl Schurz Asscciation (formerly the Carl Schurz Foundation), has contracted with the MLA Research Center to make a series of surveys on the teaching of German in the United States and on the use of new materials in this teaching. The Steering Committee for this project mixes Germanists and non-Germanists. Theodore Andersson is the chairman.

Subscribe to the *Florida FL Reporter*. It serves you right.

Southern Conference On Language Teaching

The dates for the second Southern Conference on Language Teaching are February 3, 4, 5, 1966. The host city will be Atlanta.

Again this year the Conference will focus attention on improving foreign language teaching and learning in the schools and colleges of the South. Last year's conference was the initial phase of a regional effort to upgrade and enrich foreign language learning in the South. This year's conference will be the second phase of this regional effort. Therefore the Steering Committee is making a special attempt to articulate each aspect of the conference in order to effect a continuum in professional growth and development in the area of foreign language teaching. Again the conference will be built around the classroom teacher. Teaching methods, techniques, materials and equipment will be some of the principal topics for discussion and study, but not at the expense of seeing some of the new developments and techniques actually applied in a learning situation.

The Southern Conference on Language Teaching is a professional meeting and is open to all foreign language teachers and school administrators. It is the only regional conference in the South devoted exclusively to foreign language teaching. It is directed by a Steering Committee and an Advisory Committee composed of foreign language teachers and administrators from throughout the South.

— EDITORIAL —

This issue is devoted chiefly to FLES. We of the *Florida FL Reporter* see Foreign Language in the Elementary School as the key to the success or failure of the future FL Program of America. Perhaps after reading through these pages you will begin to understand better more of the issues and problems involved in FLES and be in a better position to seek solutions.

Remember These Dates:
OCTOBER 28, 29, 30, 1965
Florida's Modern Language Conference
AT SARASOTA
See Page Five

SLOW LEARNING

Pity the language teacher who wants to teach the four skills with initial stress on listening and speaking but who has to use a traditional textbook with stress on vocabulary, grammatical analysis, and translation. If his pupils are to master the sounds and the structure of the language, he must supply them with many extra drills. Mastery takes time, especially in the early stages, and the conscientious teacher is torn between his desire to be thorough and the compulsion to get through the book. Let him resist the compulsion. What should interest him, and his administration, is not how many lessons his pupils have covered but how much language skill they have developed.

FL 000 350

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

OUR STAKE IN FLES

Most of us do not teach a foreign language at the elementary level, but all of us have a tremendous stake in it. Success of our FLES programs will help us enormously; failure of even one program discredits all foreign language teachers and our subject. Therefore, we must seriously concern ourselves with FLES and exert our influence to the fullest to discourage programs which do not provide the following essential qualities: Trained and superior teachers, articulation, continuity with programs in the local high schools, and assurance on the part of the school board that the program will not be terminated after a year or two. It is better to prevent a poor program from beginning than to reap the harvest of disappointment and ill will that follows failure.

Lacking really qualified teachers, a good television or film program can be used, if the classroom teachers know the language reasonably well and are truly enthusiastic about FLES. Television or film programs work best when there is a language specialist to work with the students. None of these "media" programs can succeed, however good they are, if there is no competent supervision. There must be systematic and spirited follow-up and students must have contact with a teacher who knows the language and can answer their questions.

—Illinois FL N/L

THE
Florida FL Reporter
Serving Florida and the Nation

Editor: Alfred C. Aarons
Asst. Ed.: Thomas C. Murray
Asst. Ed.: Sylvia H. Rothfarb

A non-profit Foreign Language newsletter published three times a year in co-operation with the FL Program of the Modern Language Association of America.

SPECIAL FLES ISSUE:
75 CENTS PER COPY

Send all inquiries to:

The Florida FL Reporter
North Miami Junior H.S.
13105 N.E. 7th Avenue
North Miami, Florida, 33161

A RATIONALE FOR FLES:

Abstract of an Article by
Mildred R. Donoghue

The February, 1965, issue of the *French Review* carried an excellent article by Mildred R. Donoghue on the subject of teaching foreign languages in the elementary schools.

According to Miss Donoghue's findings, foreign language programs in the elementary schools are on the increase in the world today. Statistics show that instruction in the elementary age group has increased by more than ten times since 1937, making it obvious that FLES is not a frill but is here to stay.

It should be encouraged to stay and to increase its efficiency because FLES offers advantages unattainable in other programs. Miss Donoghue's four main arguments for the FLES program are educational reasons, sociological reasons, neurological reasons, and psychological reasons.

Educational Reasons:

The time is approaching (as indicated by the statistical findings and by the increasing need for world understanding) when every adult will read, write, and command two languages. Linguistic habits being gradually learned as they are, this bilingualism can only be reached over a long period of time. It will be greatly implemented by an early school program in a foreign language.

According to studies, children are not adversely affected in their general education by 15-20 minutes of daily foreign language practice, for, according to such tests as the Iowa Every-Pupil Test of Basic Skills and the Metropolitan Achievement tests in basic subjects, pupils who had 20 minutes a day of foregn language study for two years made just as good a showing on those tests of basic skills as did their counterparts in non-language curricula.

Sociological Reasons:

In 1960 there were in the United States 34 million speakers of a language other than English, bringing home the difficulties experienced internationally in person-to-person communication.

According to studies in this area, the FLES program not only implements this communication process but also promotes empathy for ethnic groups. According to one study, that of Peal and Lambert, ten-year old bilingual students showed a markedly more favorable attitude towards "other" language groups than did monolingual students of the same age group.

Neurological Reasons:

The two leaders in this area of argument for the FLES program are neuro-surgeons, Wilder Penfield of Canada and Paul Glees of Germany and England.

According to their findings, language learning involves not only an academic process of learning, but in young people it also involves an expansion of the functioning of the motor speech area. Penfield argues that the brain of a child is plastic with an unusual capacity for learning language, but unfortunately, this capacity decreases with the passage of years.

His point of view is supported by studies of immigrants. Those coming before the age of ten tend to speak English without an accent, those arriving after the age of ten tend to keep their foreign accent throughout life.

Psychological Reasons:

Children are intrigued by words.

Children accept a new language system without having to relate it word for word to the mother tongue.

Children have fewer inhibitions and are not afraid to make mistakes.

Motivation of children to learning a second language is higher.

Studies again reveal that a child entering school has enough experience in language learning to be able to handle a second language without adverse effect either to him psychologically or to the learning of his mother tongue.

Because this abstract can only enumerate Miss Donoghue's ideas, the reader is referred to her article for a full treatment of her timely discussion.

—Louisiana Broadcast

SOUNDINGS

EARLE S. RANDALL
Purdue University

"What's new in FLES?" Just a few years ago the answer would have been: "Nothing much. There are still too many shoestring programs and nobody is paying much attention to improving them." In the last year or two, the situation has changed sharply. Consider the following facts:

1. Two new books on FLES principles and methodology appeared in 1964. (1)
2. The Department of Foreign Languages of the NEA is devoting considerable space in its *Bulletin* to FLES.
3. The professional associations of foreign language teachers have active FLES committees. Articles and items on FLES are appearing regularly in their journals: *French Review, German Quarterly, Hispania,* and *Modern Language Journal.*
4. State FL supervisors (nearly every state now has one or more) consider FLES as a regular part of their job. This means advising administrators, helping teachers, arranging workshops or in-service training sessions—whatever seems most needed.
5. Various large TV courses with a good deal of experience and know-how are now on the air to serve as the master teacher.
6. Research has some positive things to say, especially concerning FLES by TV. (2)

All this activity shows that FLES has been accepted as a part of the elementary curriculum. As such, it must have its problems recognized, studied, and attacked. The four following areas seem crucial to me.

Teachers. When the demand outstripped the supply, some years ago, every possible and a lot of impossible teachers were impressed into FLES service. At that time, some foreign language teachers said that no one without thorough linguistic and pedagogical preparation could possibly do an acceptable job; some others agreed this was desirable but since few such teachers were available, it might be possible to develop classroom teachers who could conduct successful follow-up activities if they were given carefully prepared teacher's guides, recordings, etc. By now, the idea of using classroom teachers is rather widely accepted, but always accompanied by provisos of the need for guidance and in-service training.

State FL supervisors, department chairmen in larger systems, and a few others are the ones who must keep urging the need for continual teacher training, and they often are the ones who organize special workshops. Some commercial producers of televised and filmed FLES courses add their assistance through professional consultants, who do the same type of work as the supervisors, though limited to a particular course.

Methodology and materials. FLES teachers should no longer be expected to write their own course or discover teaching procedures. This work has been done, just as it has in other subjects. The problem is to make teachers and administrators aware of what is available. The aid of publishers, which in most subjects is offered through advertisements and sales representatives, is curiously lacking in FLES, and for a very good reason: FLES uses few books. Publishers have not yet found it a promising field to exploit, though workbooks and other non-reading materials may make them change their minds. But at present, this problem is closely linked with the next one:

Communication. I recently visited a FLES class whose teacher had a minor in Spanish. At the first level, he was using a TV course but was introducing a fair amount of reading and writing and memorizing of geographical facts, going considerably beyond the televised lessons. He told me with pride that his pupils went on from the eighth grade of this private school to various public high schools and often did very well in Spanish. Some, he said, even got A plus. I asked how they were placed and he answered they usually started over with the beginners. I asked whether he didn't think it too bad for them to spend four years on Spanish in his school, only to start all over again in high school. Apparently this was a new idea to him and he admitted there might be something to it.

In telling of this visit, I should stress that this young man's classes were better than average, yet nowhere had he encountered information on the position of reading and writing in FLES or the need for articulation between the different school levels. In a burst of courage, I asked him whether he had a copy of the Indiana State FLES Guide (on which I had worked). He'd never heard of it.

But progress in communication is being made. The name of this teacher, for instance, appears in the latest list of Indiana FL teachers so that he can now be reached. Much of the traveling of state supervisors is undertaken for the very purpose of establishing and maintaining contact with teachers, many of whom would otherwise be quite isolated professionally.

Articulation. There seems to be no disagreement with the principle that, once a given language is introduced into a school system, it should be available in an unbroken sequence from whatever starting point has been chosen to the end of high school. It is equally true, unfortunately, that not many FLES programs do in fact lead into such an unbroken sequence. The reasons are chiefly finances and—what is more serious — apparent lack of conviction on the part of administrators that such a series is really necessary. I think this is the greatest challenge today: getting FLES out of the "you name it, we've got it" category of which some school systems are proud, and into the group of subjects to be taken seriously.

My own experience in the state of Indiana can again serve as a concrete example of attempts to stress the need for articulation. During the past year the State Supervisor, aided by the Indiana Language Program, has organized ten articulation conferences in different parts of the state. Some of the comments from panels of recent FL graduates pointed up the lack of coordination between the various levels, and the

(Continued on Page 14)

(1) Eriksson, Forest, and Mulhauser, **Foreign Languages in the Elementary School** (Prentice-Hall), Mary Finocchiaro, **Teaching Children Foreign Languages** (McGraw-Hill).

(2) I have summarized the most important of these in the February, 1965, issue of the **DFL Bulletin.**

Earle Randall is the author of many articles on language. He was director of the large TV program which has produced the televised and film courses **Parlons Francais,** a program now used country-wide on over 50 educational TV stations. He is co-author of the Indiana State Bulletin "Foreign Languages in the Elementary School," 1964.

THE ARTICULATION OF FLES: A PROBLEM WITH SOLUTION

FILOMENA PELORO DEL OLMO
U. S. Office of Education
GUILLERMO DEL OLMO
Rutgers University

The problem of articulation between FLES programs and foreign language programs at the junior and senior high school levels has been the object of a great many discussions, conferences, and articles within recent years. There is, however, no substantial evidence of progress in this area, in spite of the countless words used to define the problem, to suggest ideal goals, and to discourage wrong practices.

A survey was conducted in 1958 to ascertain in which ways the problem of articulation was being handled at the seventh-grade level. The findings of the survey revealed that when pupils with FLES instruction reached the seventh grade, they were given a beginning textbook and, in some ways, were made to start their language study a second time. This past year, seven years later, one of us had the opportunity to correspond with a considerable number of foreign language supervisors as well as to visit several continuing FLES programs throughout the country. Once more, it became evident that the materials used in the seventh grade were beginning textbooks, almost without exception.

This rather consistent practice indicates certain deficiencies in our present instructional scheme. If our goals for a long-sequence program — one that begins in the third or fourth grade and continues through grade twelve — were truly cumulative, sequential, and specific, then a beginning text would hardly be used as standard practice in many continuing seventh-grade classes. This situation forces us to admit that our accomplishment in FLES programs does not completely do its part in providing the beginning steps in language learning, and that a cumulative plan for a long-sequence program has not yet become standard practice in most school systems. The underlying cause for these serious flaws seems to be a faulty conception of what is involved in the pupils' acquisition of the understanding and speaking skills.

What is currently being achieved in these areas of instruction in the outstanding FLES programs? In these programs, language is taught in context, a competent teacher serves as the model, and pupils are guided in practicing and repeating utterances to the point of mastery and quality performance. The achievement of the pupils in these programs can be summarized as follows:

1. Ability to understand the memorized material in context.
2. Excellent control of the sound system.
3. Ability to perform with mastery the memorized material.
4. Ability to vary, to a very limited degree and with prompting from the teacher, some of the memorized utterances.
5. Enthusiasm for the foreign language—a reflection of the teacher's enthusiasm.
6. Awareness of certain cultural patterns reflected in the language.

It is our contention that significant linguistic achievements are missing among those enumerated above, because little attention has been given to certain aspects of language learning. One of these is the teaching of "grammar."

Many teachers feel that it is not necessary to approach the teaching of structure in a systematic way, because the elementary school child does not need to analyze the patterns of a language. Another reason they give for not teaching structure systematically is that "grammar" really takes care of itself, since it is present in every utterance that the child repeats, memorizes, or manipulates. Or they may believe that the mere practice of structure drills constitutes adequate treatment of the morphology and syntax of the language. This school of thought is reflected in the following statement from the 1964 Report of the Northeast Conference on the Teaching of Foreign Languages (page 9): "Since the teacher cannot explain grammatical points to an eight year old child in technical terms, it is the drill itself that must convey the grammatical structures. The drill must make use of carefully delineated sound patterns in which the student can actually hear the changes that take place."

Although in a sense the above statements are true as far as they go, the following considerations indicate that we must get ready to move beyond the methodological limitations imposed by the thinking that inspires them. Since the learner has no need to analyze how a language works as he parrots utterances or manipulates structure drills in a mechanical fashion, FLES pupils can go on memorizing utterance after utterance, or practicing structure drill after structure drill without perceiving the grammatical interplay that is taking place. Consequently he is never able to vary or manipulate, to any significant degree, the material he has memorized. Also, no appreciable amount of transfer of learning occurs because he is not able to organize the structural facts of this new language on the basis of what he has memorized or has practiced in a structure drill. Without transfer of learning it is impossible for the pupils to generate new and grammatical utterances on their own.

The solution to this problem is the systematic inclusion of structure drills along with an effective and appropriate presentation of the grammar or structure to be drilled. Until these drills and procedures become an organic part of FLES materials, we cannot truly say that FLES is providing productive beginning steps in the acquisition of the understanding and speaking skills.

Supervisors and teachers are following with great interest the progress in a number of experimental classes where an attempt is being made to provide the beginning steps

(Continued on Page 10)

Filomena Peloro del Olmo currently is a Language Consultant, U.S. Office of Education. From 1955-1959 she was a member of the Working Committee of the MLA Teachers' Guide for the Teaching of Spanish in the Elementary School.

Her husband Guillermo is a lecturer in Spanish at Rutgers and likewise served on the same Working Committee from 1955-1959. Both del Olmos were also associated with the Modern Language Materials Development Center in New York City.

ARTICULATION OF FLES

(Continued from Page 9)

essential to effective audio-lingual learning. Following are brief descriptions of the different phases of an approach to the teaching of structure which hopefully will solve the problem of articulation.

1. BASIC MATERIAL FOR MEMORIZATION. Mimicry and memorization, or listen and repeat techniques, are employed during the first phase of instruction, as the pupil learns to understand and memorize structurally controlled utterances that appear in a situational context. Even at this level, the meaning of an utterance is a composite of lexical, structural, contextual, and cultural meanings. During this phase, the learner is made aware of the lexical or message meaning, and he is trained to reproduce accurately the combinations of sounds that form the utterances being learned.
2. LISTENING FOR STRUCTURAL SIGNALS AND GUIDED DISCOVERY. Once the learner has gained phonological control and lexical understanding of the basic utterances in the lesson, he is ready to engage in listening for structural signals, in order to acquire a structural understanding of the basic utterances. But it is taken for granted that just listening will not provide a significant enough amount of learning, and that the activity by itself is not efficient both in degree of assimilation and rate of retention.

Through carefully prepared model utterances and a series of questions (specified in the procedures used by teachers), the learner is guided in the discovery of certain structural devices used in each utterance. He is not learning traditional grammar rules, and he is not learning through explanation. The pupil is being introduced, through practice in speaking and listening, to functional grammar. By means of guided discovery he is learning a way of thinking about language, and he is learning how to react to the structural signals of speech. He is learning to organize the patterns of sound (particular attention is paid to intonation), form, and order that convey structural meaning in terms that he understands. When intelligently planned in detail—and this cannot be left to the teacher, the presentation must be an organic part of the materials—this activity takes little class time from audio-lingual practice. On the other hand, Guided Discovery makes a significant difference in the results achieved and in the learners' attitude toward what is involved in learning a foreign language. A detailed survey of available FLES materials could easily show that this is the missing link between language practice and the desired goal of structural awareness.

3. USE OF STRUCTURE DRILLS. Once the structural facts have been placed into a meaningful, clear context, the learner is ready to engage in intensive practice of structure drills, an activity that is absolutely essential in the acquisition of language skill. An appropriate variety of short drills is used to insure automaticity in language control and in response. Nothing can be substituted for this activity, because it is only through practice that skills are acquired. Needless to say, a great deal more time is spent in practice than in the Guided Discovery described in phase two. It takes proportionately less time to guide the pupils in perceiving the systematic connectedness of the structures involved than it does to train the learner to "put these structures to work for him."
4. VOCABULARY EXPANSION. In the material for memorization, the controlled structures or seeded frames were given preference over the vocabulary, which was limited to the minimum needed to develop the given situation. After—and not until then — the learner has achieved phonological control, has mastered the material to be memorized, and has acquired both the lexical (message) and structural meaning of the memorized utterances, he is ready to begin the relatively simple task of expanding his vocabulary. The vocabulary expansion envisaged in this activity does not involve the presentation of new structures or working with new patterns. A limited number of selected items are presented and drilled within structures and patterns already assimilated by the learner. The new lexical items are, in turn, used for the specific purpose described in phases five and six.
5. STRUCTURAL TRANSFER. After a new structure has been drilled and manipulated with a limited vocabulary, and after new vocabulary has been presented in patterns based on familiar structures, the learner is given the opportunity to apply other drilled structures to his newly-acquired vocabulary. This must not be a listen-and-repeat activity. On his own, and equipped with the structural know-how required, the learner is induced to generate new, authentic utterances that he has not heard before. Transfer of learning does not come about automatically, and a systematic approach to providing for it is essential. This practice in structural transfer takes place in a conversational context.
6. SPEAKING FOR COMMUNICATION. After the pupil has taken a simple transfer step (phase five), he proceeds to an activity that involves a cumulative transfer or application of all or any of the structures previously drilled. This activity takes the form of speaking for communication. The teacher's role at this time is to provide a framework in which he prescribes less than he has in the previous phases of instruction. In this way, the learner is given more freedom and, consequently, more responsibility. The fact that the learner has more freedom results in the interplay of many structural features. Also, the learner at this time experiences the satisfaction of creating authentic and original utterances that are used, in turn, to develop new situations.

To acquire a true understanding of language requires *knowledge about* and *participation in*. As the FLES teacher finds ways to bring about the interplay between knowledge and

(Continued on Page 14)

UNITY

On several recent occasions we have felt obliged, by conscience more than by official position, to dispute the contention that an interest in language as communication, language as sound signifying something, is opposed to the written language, and therefore opposed to literature, civilization, culture, decency and motherhood. We loved our mother dearly and we yield to no man in our affection for literature or in our admiration for the creative artist. But we insist that appreciation of a work of art can be complete only when the appreciation has the faculties needed to achieve communication with the artist. The color blind can never fully understand a painting, nor can the tone deaf a musical composition. And one who has only a distorted impression of the sound of a language can never sense the effect that words and phrases made upon the author's ear as he wrote them down. If language were merely the handmaiden of literature, we would need to treasure it. But the importance of language transcends that of literature. Literature is the finest flower of linguistic expression, but language, as the basic expression of a people's culture, is essential to intercultural communication and understanding, essential to national survival, essential to international and perhaps interplanetary survival. This is no time for us to bicker about language *versus* literature. It must be language *and* literature, hand in hand, facing the opposition. United we flourish, divided we fizzle. Let us be thankful that the possibility of flourishing is still open to us, and let us hope that enough of us will be bright enough to choose this possibility. (From an address to the FL Program General Session at the 1960 Annual Meeting of the MLA.)

—FL Program Notes

SUMMER INSTITUTE

On August 11th the University of Florida concluded its fifth summer NDEA Language Institute. The seven-week program, under the direction of Dr. John J. Allen of the Department of Foreign Languages, involved intensive studies in the Spanish language and in teaching methodology. Major objectives of the Institute were to improve the participants' competence and fluency in Spanish, to increase their knowledge of Hispanic culture, and to provide instruction in the newer methods of teaching foreign languages. Forty-seven secondary school teachers successfully completed the program.

FOREIGN LANGUAGES IN ELEMENTARY EDUCATION

This is a report by H. H. Stern of an international meeting of FLES experts held in Hamburg in April of 1962. The United States was represented by John Carroll of Harvard and Theodore Andersson of Texas. The 103-page report may now be obtained by sending $1.25 to Unesco Institute for Education, Feldbrunnenstrasse 70, Hamburg 13, Germany.

Plan now to attend the second Southern Conference on Language Teaching in Atlanta Feb. 3, 4, 5, 1966.

Please mention the *Florida FL Reporter* when writing to advertisers. This helps to assure *your* professional growth through *our* continuing existence.

SOUNDINGS

(Continued from Page 4)

vigor and directness of the speakers left their elders rather "shook up." The shaking may well produce some re-thinking.

* * * *

It is difficult not to dwell perhaps too much on the less than ideal FLES programs, simply because there are so many of them. It is a fair question to ask whether the various signs of FLES activity which I have mentioned are having any noticeable effect in the classroom. I think they are. Some school systems have counted the cost and are paying the price to employ FLES specialists for all FLES teaching; they are continuing the sequence through high school. A larger group of school systems are employing specialists to do the more advanced teaching and to train classroom teachers to handle follow-up in earlier grades. An increasing number of classroom teachers are now on their second or third round with a television program and, with the help of its guides, are considerably surer of themselves

Things are far from ideal in FLES. There are still more clouds than sunshine and there is a lot of work ahead. But I believe the sunshine is gaining, more in some places than others. Probably there never will be excellent FLES work all over the country because there seems to be no immediate prospect of excellent schools everywhere. We cannot reasonably expect more of FLES than of the schools of which it is a part. But where parents want and will support good schools, they can get them—including good FLES.

ARTICULATION OF FLES

(Continued from Page 10)

participation and to make it an integral part of the first segment of a cumulative and articulated FL course, he will be making a most significant contribution to the effectiveness of foreign language instruction at the elementary school level. The results thus achieved will be the main factor in moving toward a solution of the many problems—of an administrative, pedagogical and even human nature—which so often stand in the way of a complete integration of elementary and secondary school programs of instruction in the foreign languages.

FLES FOR BILINGUALISM

THEODORE ANDERSSON
The University of Texas

In this article I propose to examine the relations of FLES to bilingualism, with the thought that our conclusions may have implications in monolingual as well as in bilingual areas.

Let us consider the case of Jesus Jimenez, who at the age of six is about to enter the first grade of a public school in one of our many bilingual areas. He has lived his first six years in the bosom of a large, closely knit family which speaks Spanish predominantly. Most of his play has been with children who come from similar homes, and it has therefore also been in Spanish. Born, luckily, into the language of Cervantes, he nevertheless is unaware of belonging to a glorious cultural tradition. Instead the harsh adjustments he will shortly be called upon to make will cause him to consider himself unlucky. His teacher, though kind, speaks another language and represents the dominant culture. She is a little put off by his first name, and she anglicizes both names as she pronounces them. Following an outdated tradition, she insists that he use only English at school. Since his contacts with English have been limited to listening to the radio or television, to making an occasional sally into stores where English is spoken, and perhaps to undergoing an eight-week initiation into English during the summer session, he feels inhibited and usually remains silent. This American school, resting on such principles as an equal educational opportunity for all and respect for individual differences, does not seem to be meant for Jesusito Jimenez.

Let us look a little more closely at this sample situation. We are proud of our public elementary schools, and rightly so, for much of their work is well done. The child is considered an individual, and an effort is made to meet his particular needs. His teacher has nearly exclusive responsibility for him and some twenty-nine other children, a comfortable group which can achieve a high degree of contentment together. The teacher has been trained to teach so as to stimulate each child to grow and mature according to his own inner drives. Books, pictures, films, and recordings open windows on the world outside. Specialists in art, music, and perhaps a foreign language come in regularly to broaden the classroom program.

Unfortunately many of these advantages are lost on little Jesus Jimenez and the other Spanish-speaking children, for the very virtues which characterize our educational system break down in their case. Elementary-school educators have learned that the Johnny Smiths and Tommy Browns, who have lived their first six years in English-speaking families and environments and have acquired an active vocabulary of over five thousand words and a recognition vocabulary of over sixteen thousand words, still learn best to read their mother tongue after a period of reading readiness. But in the cases of Jesus, Juanito, Maria, and Maribel the mother tongue is not only not cultivated, it is actively downgraded and discouraged. Its speakers in an English-speaking community are made to feel that Spanish is a second-class language, a mark of the socially and economically deprived. In the case of the second language, English, which they understand very imperfectly and may not speak at all, they are expected to learn in a hurry not only to erase their six-year disadvantage in understanding and speaking but also to learn to read and write without any special period of readiness. The result all too often is semi-literacy in two languages—and a stunted education.

This educational fiasco is generally the result not of a negative attitude on the part of educators but rather of thoughtlessness or lack of information. An occasional self-seeker may indeed wish to keep the "lower" classes uneducated in order the better to exploit them, but our society in general is made up of people who sincerely wish and work for an educational system which shall guarantee an equal opportunity for all children to achieve their maximum potential.

Despite their basic good will, many educators and citizens fail to understand the importance to every individual of his mother tongue. One's language represents a total way of feeling, thinking, and acting. It serves to bind one closely to one's family and group, and it also serves to shut out those who do not belong. On a more intellectual level it reminds one of one's origins and history. The written word records the best thought and art of past generations and of one's contemporaries who speak the same language in other parts of the world. To all of this, education is meant to provide full and free access.

To Spanish speakers in our society English is, not a foreign language, but a second language. It too is essential to the education of our citizens of whatever language origin. What our educators, however well meaning, often fail to understand is the relation of a second language to a mother tongue. Knowing the importance of English as our official and national language, they urge our Spanish-speaking children to *forget* their mother tongue and to learn English as though it were native to them, *which it is not*. Later on in high school or college, our youth is told that our national security requires that we know languages other than English, and we set about the task of learning other languages at the least favorable age for language learning, including in the program languages which our children have previously been urged to forget. It has been remarked that consistency is the hobgoblin of small minds, but this kind of inconsistency can hardly be taken as the mark of master minds.

If the cultivation of Spanish by Jesus Jimenez were somehow harmful to his learning of English, we would be able to understand the present widespread anti-Spanish policies of educators, but we have no reason to believe that such harm exists — rather the contrary. The direct observation of children learning lauguages — both native and foreign — and the findings of psychologists both confirm certain basic principles of language learning: (1) that young children can readily

(Continued on Page 16)

Tugg Andersson has been a leader in the movement to make FLES a part of the elementary school curriculum. At one time, he was Director of the FL Program of the Modern Language Assn. of America. At present, he is chairman of the Dept. of Romance Languages at the University of Texas. Just before coming to Texas, Dr. Andersson served as director of Yale University's Master-of-Arts-in-Teaching Program.

FLES FOR BILINGUALISM

(Continued from Page 15

learn, from native speakers, to *understand and speak* two or more languages at the same time, (2) that the mother tongue serves best as the initial medium of instruction, and (3) that in learning any language — native, second, or foreign — the best sequence of learning is hearing (understanding), speaking, reading, and writing. It would seem to follow that these principles should therefore be respected in our language-teaching practices.

Since, despite much published evidence in support of the foregoing, there still exists doubt in the minds of educators, I should like to suggest an expansion of present experimentation in this field, hopefully to demonstrate that Spanish-speaking children can without hardship learn both English and Spanish much more effectively than they do today in most school systems. Let me suggest the following line of experimentation in bilingual areas.

For the English speakers in grade one.

Introduce Spanish for 15-20 minutes a day, to be taught audiolingually by a native speaking teacher trained in the best FLES methods.

For the Spanish speakers in grade one.

Use the amount of time usually given to the reading-readiness, reading, and writing program in English for a similar program in Spanish. Let the Spanish-speaking children take part (passively to start with, if they wish) in the rest of the work, conducted orally in English.

In grade two.

Continue as above for the English speakers. For the Spanish speakers, continue as above in Spanish but allow carefully controlled participation in reading and writing in English when the children are ready.

From grades three to six.

Continue as above but arrange as naturally as possible for one English-speaking and one Spanish-speaking child to work together and help each other.

Throughout the school.

Encourage the free use of Spanish.

An alternate system.

Divide the day into two approximately equal parts. Use both the second languages as media of instruction for all subjects except the second language during the first half and both vernaculars as teaching media during the second half. Use only native speaking teachers in all cases.

Evaluation.

Each year give the usual tests to measure achievement, comparing with results obtained in previous years or in other comparable schools.

Hypotheses to be tested:

That by the end of grade six, Spanish-speaking children will have reached a higher level of achievement *in English*—in understanding, speaking, reading, and writing — than similar children in former years or in other schools; that English-speaking children, despite the addition of Spanish to the program, will have reached at least as high a level of achievement in all regular parts of the program as comparable children in former years or in other schools. If this result should be attained, the elements of Spanish learned by the English speakers and the literacy in Spanish acquired by the Spanish speakers would be pure "plus" values, acquired without any compensating loss. If in addition there should result a better intercultural understanding among the children, among their parents, and in the community as a whole, still another "plus" value would be achieved, intangible perhaps, but of great significance.

Implications for FLES.

Such carefully conducted experiments as these should also be studied to see what features might profitably be applied to regular FLES programs in monolingual areas. How important is it to have teachers who are native speakers of the foreign language? Would it be worth while trying deliberately to mix English-speaking and Spanish-speaking children? How important is it to plan an informational program for parents and other citizens to gain their understanding and support? These and many other questions need answers supported by clear evidence before we can hope to have the full backing of educators and taxpayers which we need to carry out our task.

NEED RUSSIAN TEACHER?

Mr. Morton Benson, Department of Slavic Languages, University of Pennsylvania, Philadelphia, has indicated that the American Association of Teachers of Slavic and East European Languages (AATSEEL) stands ready to assist institutions in finding a teacher of Russian.

Useful Materials

Prepared by Alfred C. Aarons and Sylvia H. Rothfarb

FLES REFERENCES

TEXTBOOK/TV-FILM SERIES

Those listed below are but some on the market. The reader is invited to investigate others as well.

1. Heath de Rochemont French and Spanish TV-Film FLES Programs. (285 Columbus Ave., Boston, Mass. 02116)
2. Holt French and Spanish FLES Series. (383 Madison Ave., New York, N.Y. 10017)
3. McGraw-Hill Spanish FLES Program. (Webster Division, Manchester Road, Manchester, Missouri 63062)
4. Teachers Publishing Corp. French, German, and Spanish FLES Programs. (23 Leroy Ave., Darien, Conn.)

METHODOLOGY

FLES teachers should have more than passing acquaintance with many if not all of the following.

5. Brooks, N. *Language and Language Learning: Theory and Practice.* 2nd ed. New York: Harcourt, Brace & World, 1964
6. Brooks, N. et al. *Language Instruction: Perspective and Prospectus.* Bulletin of the Calif. State Dept. of Ed. Vol. XXXII, No. 4, 1963. Sacramento. Paper.
7. Childers, J.W. *Foreign Language Teaching.* New York: Center for Applied Research in Education, 1964
8. Dacanay, F. R. *Techniques and Procedures in Second Language Teaching.* J. D. Bowen, ed. Philippine Center for Language Study Monograph Series No. 3. Quezon City: Phoenix Publishing House, 1963. Paper.
9. Eriksson, M. et al. *Foreign Languages in the Elementary School.* Englewood Cliffs: Prentice-Hall, 1964
10. Finocchiaro, M. *Teaching Children Foreign Languages.* New York: McGraw-Hill, 1964.
11. Fries, C. C. *Teaching and Learning English as a Foreign Language.* Ann Arbor: U. of Michigan Press, 1945. Paper. A *must* for all FL teachers.
12. Huebener, T. *How to Teach Foreign Languages Effectively.* Rev. ed. New York: New York U. Press, 1965
13. Keesee, E. *Modern Foreign Languages in the Elementary Schools: Teaching Techniques.* Washington: USGPO, 1960. Paper.
14. Lado, R. *Language Teaching: A Scientific Approach.* New York: McGraw-Hill, 1964
15. O'Connor, P. *Modern Foreign Languages in High School: Pre-Reading Instruction.* Washington: USGPO, 1960. Paper.
16. Politzer, R. L. *Foreign Language Learning.* Englewood Cliffs: Prentice-Hall, 1965. Paper.
17. .....*Teaching French: An Introduction to Applied Linguistics.* Boston: Ginn, 1960. Paper.
18. ..... and C. N. Staubach. *Teaching Spanish. A Linguistic Orientation.* Boston: Ginn, 1961. Paper.

MORE FLES

All are useful for the FLES teacher.

20. Anderson, V. D. et al. (eds.). *Readings in the Language Arts.* New York: Macmillan, 1964. Paper. Contains a FLES Section.
21. Johnston, M. C. and E. Keesee. *Modern Foreign Languages and Your Child.* Washington: USGPO, 1964. Paper.
22. Keesee, E. *References on Foreign Languages in the Elementary School.* Washington: USGPO, 1963. Paper.
23. Modern Language Assn. of America. *FLES Packet: A Compilation of Materials on the Teaching of Foreign Language in Elementary Schools.* New York: The Association (4 Washington Place), n. d. Paper.
24. Sableski, J. A. "A Selective Annotated Bibliography on Child Language." *Linguistic Reporter,* Vol. 7, No. 2, April 1965. A very useful bibliography.
25. State of Indiana Dept. of Public Instruction. *Foreign Languages in the Elementary School: A Guide for Administrators, Teachers, and Parents.* Bulletin 305. 1964. Paper.

Not To Be Overlooked

The publications below will prove helpful to any language program.

26. Allen, V. F. (ed.). *On Teaching English to Speakers of Other Languages.* Series I. Papers read at the TESOL Conference, Tucson Arizona, May 8-9, 1964. Champaign, Ill.: National Council of Teachers of English, 1965. Paper.
27. Bobbs-Merrill Reprint Series in Language and Linguistics. Indianapolis: Bobbs-Merrill. Paper.
28. Bull, W. E. *Spanish for Teachers: Applied Linguistics.* New York: Ronald, 1965
29. Carroll, J. B. *Language and Thought.* Englewood Cliffs: Prentice-Hall, 1964.
30. Francis, W. N. *The English Language — An Introduction: Background for Writing.* New York: Norton; 1963, 1965
31. Malmstrom, J. *Language in Society.* New York: Hayden, 1965
32. Northeast Conference *Reports.* These annual *Reports* are prepared by Working Committees and deal with important FL matters. *Reports* since 1959 are obtainable from the MLA Materials Center.
33. Ohannessian, S. et al. *Reference List of Materials for English as a Second Language.* Part I: Texts, Readers, Dictionaries, Tests. Washington: Center for Applied Linguistics, 1964. Paper.
34. Pei, M. *Invitation to Linguistics: A Basic Introduction to the Science of Language.* Garden City: Doubleday, 1965
35. Rice, F. and A. Guss (compilers and editors). *Information Sources in Linguistics: A Bibliographical Handbook.* Washington: Center for Applied Linguistics, 1965. Paper.
36. Stockwell R. P. and J. D. Bowen. *The Sounds of English and Spanish.* Chicago: U. of Chicago Press, 1965. Paper. Part of the Contrastive Structure Series.
37. Stockwell, R. P. et al. *The Grammatical Structures of English and Spanish.* Chicago: U. of Chicago Press, 1965. Paper. Part of the Contrastive Structure Series.

F. L. E. S.

(Foreign Languages in European Schools)

PAUL DICKSON
Florida State University

FLES (Foreign Languages in the Elementary School) is taken for granted in Europe. Being able to read and at least haltingly communicate in one or two foreign languages belongs to a cultured way of life, as well as to the hotel profession. However, teaching foreign languages in the public schools of Europe is about as ineffective as Leonard Bloomfield said it was in America before World War II: "The large part of the work of high schools and colleges that has been devoted to foreign language study, includes an appalling waste of effort: Not one pupil in a hundred learns to speak and understand, or even read a foreign language." (1)

Foreign language study is usually begun in the humanistic schools (the college preparatory system) during the first year, which is the fifth school year in the pupil's formal education. The word "study" is deliberately chosen. Learning is practically non-existent. Spontaneous behavior in the foreign language is rare.

Attempts at reading are made from the first, but the burden of the program is studial memorization of grammar paradigms, grammar rules, and vocabulary lists. Upon request, and when efforts at pronunciation are grotesque, the teacher will brusquely give a model. Generally in a tone of impatience at the stupidity of the child who has the mistaken notion that the similar graphic symbols of the native language and the target language represent similiar sound symbols. Any intelligent person knows that languages do not sound alike, but how is a young learner to know the differences if he has not heard them? Much less is he able to articulate sounds which he has never been trained to produce.

After 9 years of memorizing, reciting and explaining, the person now ready for the University can read two foreign languages haltingly, can read Latin fluently, can recognize Greek and will be able to understand most of the professors' many untranslated quotations.

If conversation is a goal, it is seldom achieved. I have tried to talk with many graduates of such 9-year English programs and invariably had to revert to their native French or German for communication.

Foreign languages are not taught in the universities. Foreign literatures are, but they are discussed in the native tongue. However, attached to all large universities is a foreign language institute for training foreign students to understand, speak, read, and write the language of the university.

Since students from many language backgrounds are in every class, only the target language can be used. Hence the Direct Method. What else is possible? An example of such a program, now well-known in America, is the *Voix et Images* which, I have been told, was developed in St. Cloud to teach the dependents of N.A.T.O. personnel (and possibly other foreigners) French. Such a direct method is meaningful and effective where one is immersed all day in the language and its culture. It has been practiced by some expert teachers in America with success. However, such a method can not employ the effective techniques of linguistic science, which contrast source-target language differences and overcome native language interference.

So far as my investigations have extended, these two methods dominate foreign language instruction in Europe. The grammar-translation in schools, the Direct in special institutes. Berlitz institutes exist in many European cities — and they also employ the Direct Method.

An articulated program based on the principles of linguistic science using an audio-lingual approach to overcome native language interference and ingrain a good set of phonetic habits does not exist in Europe so far as I was able to discover. I questioned several prominent teachers who had doctorates in languages and linguistics and none of them was aware of any such program. However, a start has been made in that direction.

During the summer of 1964 a foreign language teaching conference was held in Strasbourg, France under the auspices of the "Conseil de la Cooperation Culturelle du Conseil de l'Europe." Preliminary meetings had been held in prior years and some teachers had undertaken research projects. As early as the school year of 1959-60 audio-lingual instruction of a foreign language was begun in Morocco. Last year 60 teachers were engaged in experimental teaching of a foreign language using audio-lingual techniques in Belgium, France, and Morocco.

The papers read at the 1964 conference were generally similar to those presented at foreign language teaching conferences in America and appearing in the *Modern Language Journal* during the late 50's and early 60's. However, talking and writing about teaching techniques based on linguistic principles are not necessarily related to a change in teacher behavior.

Many people have preached audio-lingual teaching in America for many years. A few have practiced it. Many think it proper now to give lip-service to linguistic principles, to be in the main-stream, but a visit to the classes of 500 teachers in Florida would shock any proponent. Human behavior is not easily changed; and we foreign language teachers are human; even if our pupils often think otherwise.

---

(1) Leonard Bloomfield, Language. (New York: Henry Holt and Co., 1933, p. 503.

Paul Dickson is Head of Foreign Language Education at Florida State University. Active as a Regional FL Consultant for the Modern Language Assn., he has assumed additional duties as President of the Florida Education Assn. Modern Language Section. His new book **The Language Class: A Manual for Foreign Language Teachers** (to be published by McGraw-Hill) will appear soon.

FRENCH TEACHERS wishing to go by chartered plane to the AATF Meeting in San Francisco Thanksgiving weekend should write at once to The Secretary, Southern Conference on Language Teaching, Atlanta, Ga. 30333 for information.

FRENCH WORDS AND AN ENGLISH TUNE

(N.B. For "French" throughout, read also "Spanish," "German," etc.)

FREDERICK D. EDDY
Georgetown University

When I was a youngster, some of us had a game we played now and then: trying to sing the words of one song to the tune of another. The idea was disarmingly simple; its execution was often slippery, sometimes hilarious, and the humor, more often than not, was what we would now call "sick." Like, for example, the words of the latest jazz hit sung to the melody of "The Battle Hymn of the Republic." We never played that game very often or very long; the words soon lost all semblance of meaning, and the tune went singing on, victorious, alone.

As I listen to the sounds made in foreign-language classrooms — the words and the "music"—I am often reminded of those pointless childhood grotesqueries. Instead of the harmony that calls up the very sight and air of a street in Paris or a family table in Belfort, the words and the music are locked in grim battle, French words and an English tune, with the English tune always dominant, always leaving a vague feeling of unreality, even of defeat, in the air: the defeat of communication.

By "tune" or "music," of course, I am referring to those elements of a spoken language that—quite apart from the words used—make it sound like authentic (or nearly authentic) French or Russian or whatever. Each language has its own patterns of intonation, rhythm, accent, and juncture. They are the "tune" to which the words are set; without them we are singing the words of "La Marseillaise" to "Yankee Doodle."

Let's take an illustration in reverse. A superb mimic like Danny Kaye, to project a "French" image, uses an occasional French vowel or consonant sound. But basically he simply "turns on" a French rhythmic, accentual, and junctural pattern, and he becomes thereby very obviously a Frenchman speaking English, with the French "tune" dominating the whole sequence, something like this: "Im-me-dia-TLY, i-twas-in-di-ca-TED to-ME tha-TI was-no-lon-GER wel-COME."

Back in our classroom, what I hear far too often is a teacher allowing not just one, nor a handful of his poorer students, but *the entire class* to sound *all the time* like Americans speaking French, with the American "tune" dominating the whole performance. This need not be; this can be prevented, and prevented best of all by the FLES teacher who in this respect is in a very advantageous position compared to his "higher level" colleagues. Let us see why.

When one learns a foreign language, he has three things to master: the sounds, structure (or grammar), and vocabulary. The inventory of sounds (the various consonant and vowel sounds, or *segmentals,* and the basic intonation, accent, rhythm and juncture patterns, or *suprasegmentals*) is actually very small. In French all of them together add up to 40, more or less. And the basic job of FLES classes is to put the child under age 11 or 12 in such complete and automatic command of the sounds of the language that—heard or spoken, segmentals or suprasegmentals—they are second-nature to him. For this job to be done really well, the grammar points covered and the amount of vocabulary learned must be essentially that needed to stimulate and hold the interest of the students, and not much more. Well directed and motivated, children like to play new games and say new things with familiar material (grammar points and vocabulary items). While this is going on, partly out of the children's awareness and partly with their attention and effort directed to it, the fully competent FLES teacher is making them less and less willing to accept any sounds in the French class that are not at least near-native. This includes making them more and more allergic to French words said to an English tune.

If this critical job is not done in the FLES class, it will never be fully done. The professional literature is full of the documentation of this basic truth. In a few words, the facts are these: a child under 11 or 12 is still basically an imitator of the language he hears, and he has few language rigidities. He is flexible, acceptive, curious; everything is grist to his mill — including any number of language sound-systems other than his own. But the young adolescent, over 11 or 12, is in the process of firming up the sound-system that will be his for life, rejecting all others. Allowed to pass through this stage with only his native-language sound-system present or dominant, he will have more and more difficulty trying to acquire a foreign-language accent as years go by.

The difficulty is multiplied if he has been in a FLES class and has been led to believe that he has been hearing and speaking French, when in fact he has not; he has been saying French to an English tune. Just like the monolingual, his linguistic identity, his feeling of the rightness of things, continues to be anchored to English accent, juncture, rhythm, and intonation patterns. Confronted in a high school or college class, or on a trip to France, with the fact that he is speaking French, but distinctly off-key, he knows that he has been cheated.

The challenge to FLES teachers and supervisors, and to those who prepare the materials they use, is obvious: as a profession we have in FLES our best hope of creating a large number of near-native speakers and hearers of foreign languages. It is up to us not to be side-tracked by pointless straining after great deeds in grammar and vocabulary, but quietly and effectively to realize that hope. This will be a great day, when into junior-high classes every year will move tens of thousands of FLES graduates whose control of French sound[illegible] be called near-native, and whose appetite for the French experiences awaiting them is voracious. Then, with junior- and senior-high and college teachers equal to that challenge, we shall begin to realize our full potential.

Frederick Eddy is a former managing editor of The French Review. Well-known for his work with FLES, he is co-author in the Holt Elementary school series in French and Spanish. He was the first executive secretary (interim, part-time) of the Dept. of Foreign Languages, NEA, 1963-64. Dr. Eddy is on the staff of the Institute of Languages and Linguistics, Georgetown University.

SUMMER SOUNDS OF LANGUAGE

SYLVIA H. ROTHFARB
Dade County Schools

INTRODUCTION

A new and vital approach was taken in Dade County's recent summer school program. Given the opportunity to plan for the continuing education of children and teachers simultaneously, instructional leaders rose to the challenge. Keeping foremost in mind the educational needs of children, they designed programs to improve instruction on an individual school basis and in specific areas of the curriculum. Some elementary schools elected to carry out their own "in depth" study of Spanish. Using the resources of native-speaking teachers or aides, these schools offered a combined program of Spanish FLES and Spanish "S": the former to English-speaking pupils, the latter to Spanish-speaking pupils.

GOALS

Inservice training for teachers was held at a continuing education center for the purposes of teaching the basic skills of effective foreign language instruction in the elementary school and promoting a better understanding of FLES.

PROCEDURES

The summer inservice FLES program was held at Hialeah Junior High School during a four-week period from June 11 - July 9, 1965, daily. Twenty-eight (28) participants, including teachers, administrators and Cuban aides underwent intensive training and study. Two groups of children formed the Demonstration Classes, enabling the participants to implement their learning immediately. Group One consisted of eighteen English-speaking children (Grades 5, 6 and 7), and formed the Basic Language Course Demonstration Class. Group Two comprised both English- and Spanish-speaking children, learning Spanish in a variety of activities and subject areas for two hours. They were given a one-hour recreation period in the school center.

The participants were chosen on the basis of (1) minimal audiolingual proficiency in Spanish and (2) desire and interest in improving their instruction in FLES.

Demonstration Class:

Basic Language Course

The use of Dade County FLES materials was demonstrated by the methods (demonstration) instructor for the first week of the program. The participants observed good teaching techniques which they were later able to use. In the remaining three weeks the participants formed five teaching teams and taught the class themselves.

Using the new dialog that was being taught as a point of departure, the participants then demonstrated with material normally used at their own grade level. The teams were organized in order to

1. Synchronize language material (coordinate the demonstrations)
2. Enable teachers to share ideas and resources
3. Provide best language instruction for pupils.

Demonstration Classes:

Subjects and Activities in Spanish

As an extension of the basic language course, Spanish was taught to the second group of pupils (English- and Spanish-speaking) according to their interest and abilities.

A sample schedule for the first three weeks would look thus:

	Group I English-speaking Pupils	Group II Spanish-speaking Pupils	Both Groups
8:00 9:00	Demonstration Class (Basic Language Course)		
9:00 10:00	Language Practice and Songs	Spanish "S" (Language Arts in Spanish)	
10:00 11:00	Recreation		
11:00 12:00			Games & Creative Activities in Spanish

and the fourth week:

	Group I	Group II	Both Groups
8:00 9:00	Demonstration Class (Basic Language Course)		
9:00 9:30	Language Practice	Spanish "S"	Creative Activities
9:30 10:00			Arithmetic in Spanish
11:00 11:30			Geography in Spanish
11:30 11:45			Children's Stories in Spanish
11:45 12:00			Songs in Spanish

These classes were taught by the native speakers, helped by participants whose language proficiency was high. Opportunity was provided for *all* participants to observe specific subjects taught in Spanish during the fourth week of the program. The purposes of the demonstration classes involving Groups I and II were:

1. To provide further opportunity for the pupils to learn Spanish
2. To enable native-speaking teachers to practice and perfect language teaching skills
3. To show all participants the difference between a basic language course and subjects really *taught* in the target language
4. To illustrate meeting the language needs of children within a team framework.

In addition to the Demonstration Classes, teacher-participants took part in such courses as *Methodology, Oral Structure Drills, Spanish with Native Informants* and *Civlization and Culture*. Two consultants gave lectures on *Folklore* and *Linguistics*.

Mrs. Maryo Walters, Instructor in Spanish, Appalachian State Teachers College, described the origins of folkways and showed them to be multicultural in Latin America and Spain. Folk literature and children's stories, songs, ceremonies and daily life customs were presented. Folk patterns

(Continued on page 34)

SUMMER SOUNDS

(Continued from Page ?)

were discussed in terms of variations and similarities and how they relate and contribute to language study.

Mr. James Harris, Research Assistant in Linguistics at MIT, devoted his lectures to the discipline "linguistics" as a general or universal theory of language and to a discussion of some of the interesting and significant properties of natural languages (i.e., "grammaticality"). He related his discussion of language acquisition to problems of FLES and noted that a child, rather than learning the full set of sentences one by one, learns a relatively small number of *rules* of sentence formation.

Seminar.

The seminar was the last activity of the day. The participants selected a group leader, and then formed independent study groups. Some of the focal points of FLES they chose for group discussions were:

1. Providing for individual differences
2. Improving teacher, pupil and parental attitude toward learning Spanish
3. Planning for special programs, demonstrations and activities
4. Developing new materials for improved instruction of FLES in Grades 1, 2 and 3
5. Planning for effective utilization of learning facilities, i.e., tape recordings, records, guides
6. Defining the role and responsibilities of the competent FLES teacher.

The seminar also served as planning time for team demonstrations and preparation of visuals.

RESULTS

Throughout the program interest, motivation and enthusiasm ran high. Spanish was spoken continuously, and improvement in oral communication soon became evident. All of the participants experienced a true feeling of satisfaction and accomplishment upon observing one of the demonstration pupils run after another, who had forgotten his notebook, shouting "!Toma, Juan!" He was using the language *and* gestures he had been taught by *them*.

Perhaps one of the most promising outcomes of the program was the desire of the participants to form the nucleus of an organization of FLES teachers in Dade County.

EVALUATION

The success of the summer inservice training program in FLES will best be determined by the teachers themselves when they return to their classrooms. How well are they applying what they learned intensively this summer? How receptive are they to new techniques and materials in FLES? Do they now understand the importance and nature of teaching languages to children? Are they better equipped to speak for the needs and goals of FLES?

During the school year 1965-1966, a study will be made to see whether the inservice program achieved its main goal: improved instruction in foreign language in (28) elementary schools of Dade County.

Sylvia Rothfarb is Coordinator of Conversational Spanish for the Dade County (Miami) Schools. She has taught Methods Classes in the NDEA Language Institute Program and FLES Methods at the University of the Americas, Mexico City.

Sign in a Paris cafe: "High school French spoken here."

8-YEAR-OLDS LEARN ENGLISH IN RUSSIA

From the December 20 edition of PARADE we borrow the following note concerning the study of English in Russia.

"The most popular foreign language in the Soviet Union is English. In the pre-revolutionary days it used to be French. Why the change? The Russians are convinced that the English-speaking peoples are the most advanced and progressive in the world. In normal studies Russian children start to learn a foreign language at age 11, take three lessons a week for six years. With English so popular, however, a number of special 'Angliiskie' schools have sprung up in Moscow. *Children from the age of 8 learn English and are also taught other subjects in the English language.* Children who are enrolled in these schools are considered the 'kulturny,' (cultured) or members of the elite, which of course, is not supposed to exist in Soviet society."

Please mention the *Florida FL Reporter* when writing to advertisers. This helps to assure *your* professional growth through *our* continuing eexistence.

THE CLASSROOM FOLLOW-UP TO PARLONS FRANCAIS

Fourth-, fifth-, and sixth-graders in Madison, Wisconsin, watched the FLES program *Parlons Francais* for four years, and, having been found to have a definite advantage over those unfamiliar with French, the Madison students (along with groups in Maryland and Virginia) are now taking part in a comparative study of three "follow-up" techniques to the TV instruction in which: 1) the classroom teacher conducts all follow-up activities; 2) the classroom teacher has the aid of a film projector; and 3) an itinerant language specialist conducts the follow-up.

LANGUAGE IN THE COMMON MARKET

"In the Europe of the Common Market, multilinguality has become so much the rule as to be unremarkable; to know 3 languages is a fundamental, rather than an exceptional, qualification for employment."

—Alstair Reed, *The New Yorker*, Sept. 7, 1963

8-YEAR-OLD GERMANS STUDY ENGLISH

The city of Berlin has long had, and the whole of the Federal Republic now has, FL instruction at the fifth grade level at all schools. But something new is being tried now: third-graders in six Berlin schools are learning English. The reasoning behind the plan is this: The eight- or nine-year-old is less inhibited about making new sounds than the ten- or eleven-year-old fifth-grader and he has the advantage over the first- or second-grader in having already mastered the early reading and writing skills in his native language. At first the third-grader does not learn to read or write; he only practices speaking English, and this in short periods of just 20 minutes. But the progress of these young "guinea pigs" is being watched with great interest.

—*N. California FL N/L*

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

This guide for teachers, administrators, and parents is now available from the Indiana State Department of Public Instruction. It was prepared by the State Advisory Committee with Mr. Earle S. Randall as Chairman. The guide deals with the following topics: language learning, aims and objectives, guidelines to a successful program, need for an early start, and teaching techniques. A copy of this twenty page publication with checklist included may be obtained without charge by writing to State Foreign Language Supervisor, State Department of Public Instruction, 227 State House, Indianapolis, Indiana, 46204.

MLS DUES

Please send your FEA Modern Language Section ($2.00) dues for 1965-1966 to:

Jose Enriquez, Treas.
FEA Modern Language Section
7525 S.W. 24th Street
Miami, Florida 33135

NEW OFFICERS

New officers for the FEA Modern Language Section are as follows:

President: Paul Dickson,
Florida State U.
Vice-Pres.: H. W. Hampton,
Broward County Schools
Secretary: Barbara Layne,
Ocala High School
Treasurer: Jose Enriquez,
West Miami Jr. High

FL CONFERENCE

The 31st Annual Foreign Language Conference sponsored by the Department of Foreign Languages and International Relations of the School of Education of New York University will be held on Saturday, November 13, 1965. Chairman of the Conference is Emilio L. Guerra, Acting Director of Foreign Languages, New York City Schools and chairman of the sponsoring department. The Conference has chosen as its theme "An Appraisal of Changes in Foreign Language Instruction." W. Freeman Twaddell of Brown University will deliver the principal address.

ALMA

In 1942, even as today, it was required by law in Texas that all instruction in the public schools (except foreign language study per se) be given in English and, by local regulation in many places, that Spanish not be spoken in the school buildings or on the school grounds. In Kingsville, some 100 miles from the Mexican border, a sixth-grade class, all of them native speakers of Spanish, came upon the word *soul* in a reading lesson and stumbled, uncomprehending. Neither the dictionary nor the best application of the teacher seemed to help. Finally, a bold girl pupil tip-toed to the teacher and whispered close to her ear, "Alma?" The teacher nodded. The girl went back to her seat, whispering in every direction "alma, alma," and when she sat down all were smiling over their little secret. Then the stumbling went on (related to Bruce Gaarder by the teacher, Mrs. Octavia E. Perez).

—*FL Program Notes*

Ask your Librarian to subscribe to the *Florida FL Reporter*. $2.50 a year.